

SPORTS NUTRITION ACTIVITIES

Course Code: 5759

A. Sports Nutrition And Wellness Practices

- 1. Explain physical, emotional, social, psychological, spiritual, and cultural components of individual and family wellness and their impact on food choices.**
 - describe concept of wellness;
 - discuss food choices for certain holidays, occasions, food traditions;
 - examine family's life-styles;
 - bring favorite snack at the beginning of the year and compare the nutritional value and number of calories in class
- 2. Explore wellness goals for teens, including contemporary issues such as nutrition, exercise, stress management, and use of tobacco, alcohol, and other drugs.**
 - perform self-evaluation
 - evaluate body composition
 - set goals for personal wellness according to individual physical activities
 - keep a log/journal of daily diet for a given period
- 3. Research factors that influence health and wellness—some controllable and some not—such as exercise, sports, nutrition, stress, genetics, work environments, and life events.**
 - research topic
 - conduct interviews, and prepare an oral class presentation

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4. Assess the impact of daily choices and behaviors on health and wellness.

- evaluate good/bad choices made in life (based on review of case studies/speaker comments/video);
- participate in and demonstrate activities for stress management such as yoga, breathing exercise, tai chi; progressive muscle relaxation, and biofeedback

5. Demonstrate physical activities and explain how they can improve health and wellness.

- participate in line dancing, jumping rope, double dutch, walking, Special Olympics, wheelchair sports, and bicycling, volleyball, soccer, flag football
- incorporate physical activities into daily routines wellness
- monitor heart rate
- document activities in daily activity journal and explain how they can improve health and

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B. Nutritional Needs of Individuals and Families

1. Assess the effects of overall individual dietary choices on present and future health, appearance, and peak performance.
 - analyze food and activity log/journal for a given period (what foods were eaten, when were they eaten daily, was breakfast eaten daily, amount of water intake)
 - discuss the importance of breakfast prepare a healthy breakfast
2. **Research and describe how consumption of basic key nutrients during adolescence impacts quality of life, length of life, and sports.**
 - name basic nutrients and their functions
 - discuss importance of calcium and folic acid
 - compare nutrient contents of various foods;
 - chart nutritional information on fast foods and/or processed foods (have students bring empty containers)
 - identify healthy food choices when eating out
3. **Evaluate relationships among food choices, sports, and appropriate energy level to participate in various sports.**
 - identify the importance of proper timing of meals for optimal energy
 - identify optimal nutrient content of meals/snacks for energy (for example: limiting simple sugars)
 - identify possible changes in individual eating habits for optimal sports performance
4. **Research and create a plan to meet personal and family nutrition and wellness needs throughout the life cycle**
 - formulate and present group projects for each stage of the life cycle—infancy, adolescence, puberty, teen, young adult, adult, and elderly

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5. Assess impacts of body image, diet fads, and eating disorders on sports nutrition and wellness.

- bring in magazines, cut out pictures, and evaluate nutrition and wellness needs of subjects.
- participate in extended discussion after watching videos on eating disorders (ex. "Dying to Be Perfect" and "Secret Between Friends").
- bring in examples of diets from various places i.e. Internet or Enquirer or telephone poles.
- identify signs of eating disorders.

6. Locate and evaluate products and information related to sports nutrition, food fads and fallacies, and overall health and wellness.

- research dietary supplements, dietary aids, and dietary fads.

7. Calculate caloric values of basic nutrients (fats, proteins, and carbohydrates).

- Create scenarios including people throughout the life cycle and determine the caloric values of nutrients if they eat the same meal.
- Compare active and inactive persons of the same age and calculate the caloric values of meals if they eat the same thing or different meals.

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C. Food Safety From Production To Consumption

1. Identify conditions and practices that promote safe food handling.

- define the basic food borne illnesses.
- discuss proper storage temperatures (the video “Danger Zone”).

2. Identify food borne illnesses as a health issue for individuals and families.

- determine food borne illnesses from given situations or foods; what could be done to prevent the illnesses i.e. chicken salad at a church potluck, refilling the container instead of cleaning it and filling it.

3. Demonstrate safety and sanitation procedures when handling, preparing, storing, and serving food.

- prepare a simple snack.
- demonstrate proper hand washing techniques.
- utilize ServSafe techniques.

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D. Nutrition and Wellness Needs of Individuals and Athletes

1. Apply USDA Dietary Guidelines, including the Food Guide Pyramid, in planning and preparing foods to meet nutrition and wellness needs.

- categorize foods according to food groups.
- play a food pyramid bingo game.
- introduce the six guidelines – a daily lesson could be done for each i.e. plan, prepare and evaluate a meal for a given guideline.
- identify chemical names for sugar and sodium (bring in candy bars, chips, sodas, and look for the names).
- research the amount of table sugar that is contained in one 8 oz. Soda.
- demonstrate the actual difference between a baked potato and French fries (this can be done by having a potato with several teaspoons of oil to the side).
- make posters – advertising one of the guidelines to be displayed in the hallway or classroom.
- use the computer to compute calories of given food.
- use special computer software to plan meals.

2. Investigate food modifications made for athletes with nutritional challenges such as vegetarianism, diabetes, lactose intolerance, food allergies, and persons with special feeding needs.

- complete a survey the first week of school, getting information regarding allergies, or special diet needs, allow students to share information if they choose to share.
- discuss special dietary requirements of the various nutritional challenges and the modifications needed.
- select and research a special dietary requirement as a project and present findings to class.
- prepare a dish to address a particular challenge.

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3. Select and prepare healthy foods.

- identify and discuss the characteristics of healthy foods.
- select and prepare healthy foods and support selection with facts concerning why the selections are healthy .
- compile healthy recipes and evaluate for nutritional values and preparation process.
- prepare a healthy meal for the family and write a reflective report.
- compare early journal entries with current ones to identify dietary improvements.

4. Read food labels for nutritional content and make healthy choices when purchasing food.

- develop and complete a comparative chart with nutritional value from food labels.
- determine as a class which products are the healthiest- display the winners.

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E. Advertising and Sports Nutrition and Wellness Issues

1. Assess the impact of nutritional supplement advertising on sports nutrition and wellness.

- role play and discuss appropriate advertisements.
- identify and discuss nutritional supplement myths.
- research nutrition supplements.
- read an article and report back to class.

2. Assess the impact of physical fitness advertising on sports nutrition and wellness

- bring in examples of relevant advertisements.
- research exercise equipment .
- interview fitness directors.
- compare and contrast different gyms or fitness facilities (costs, supplement sales, equipment available, qualifications of staff, etc.).
- compare and contrast low and high-tech equipment and no equipment fitness.

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F. Career Paths

1. Identify opportunities for employment and entrepreneurial endeavors related to sports nutrition and wellness.

- listen to speaker and take notes;
- take a fieldtrip to observe or shadow a sports nutrition or fitness professional;
- interview individuals who work in the sports nutrition and/or wellness field (dietician, coach, personal fitness trainer, science professionals)
- summarize the roles and functions of individuals engaged in careers related to nutrition and wellness

2. Describe education and training requirements and opportunities for a variety of career paths related to sports nutrition and wellness.

- research and discuss careers
- select and present research findings to the class
- create a sports nutrition career brochure